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ABSTRACT

This publication provides information on the Women Helping Girls with Choices initiative, a project that offers leadership workshops for middle school girls using literature. Section 1 provides a history of these 1-day workshops that have convened for the past 5 years for girls in grades 5-8 throughout New York. It describes the leadership training provided at the conferences with particular emphasis on six themes--self-awareness, self-acceptance, self-reliance, kindness and cooperation, change and creativity, and women's ways of leadership--using selected literature. Sections 2-4 focus on the process, participants (six students and two adults from each school district), and schedule. Section 5 lists the themes and provides a motivational song. Section 6 offers reflections, including issuing a log to each girl and using women role models from nontraditional fields. Section 7 describes extensions or activities that have been organized by student alumnae. Section 8 contains these resources: sample letters, questions and answers, literature (lists of 111 picture books, 5 intermediate readers, 8 anthologies, 3 books on careers, 22 books on famous women, and 17 books for mentors), names and addresses of 12 resource support people, funding sources, and awards. Reproducible materials for workshops are appended. (YLB)

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ED 419 090

A Report of the Statewide Conferences on Women Helping Girls with Choices

Developing Leadership Potential & Career Choices

NYSAWA

WOMEN Helping GIRLS with CHOICES Project

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A Report of the Statewide Conferences on Women Helping Girls with Choices

Developing Leadership Potential & Career Choices

NYSAWA

WOMEN Helping GIRLS with CHOICES Project

July 1997

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Foreword

The impetus for the **Women Helping Girls with Choices** initiative originally came from a luncheon speaker at a Vocational Education Child Care Conference. The speaker, Penny Paine, from Girls Inc. of Santa Barbara, spoke about parents' role in literacy development and the issue of using books as a learning tool for gender equity issues. Maxine Giacobbe, Director of the LEAD Center, was in the audience and sent a napkin message to Mary Ann Etu with a concept of some leadership workshops for middle school girls using literature. These workshops would be sponsored and conducted by the New York State Association for Women in Administration (NYSAWA). This initiative was to provide young girls in the middle level of schooling with a strong motivational experience to help them realize their inner strength in achieving career opportunities without barriers. "They can have any career(s), if they focus their goals!"

The first **Women Helping Girls with Choices**, one full-day workshop, was held in 1992. Since that time the project has realized great success in New York State. This publication will help to give the readers some understanding of that success, the process, the possibilities and, hopefully, the motivation to conduct **Women Helping Girls with Choices** programs in their community or school setting.

Mary Ann Etu
Vocational Equity Coordinator
New York State Education Department

History

For the past five years, young women in grades five through eight throughout New York State have participated in one-day workshops designed to increase options, to develop leadership potential, to enhance self-esteem by connecting with women of achievement and by recognizing power and confidence as a part of women's heritage.

In response to The American Association of University Women's report, Short Changing Girls, Short Changing America, and Sadker and Sadker's classroom research, Women Helping Girls with Choices was designed to enable young women to develop skills that promote opportunities for leadership in their schools and communities.

Area workshops have been held on an annual basis since 1992 and have been over subscribed since their inception. Workshops have been held in diverse settings from Long Island to Buffalo, with participants from over four hundred school districts. In addition to the students, a cadre of adults, including administrators, teachers, librarians, counselors, and parents have been trained at each workshop to faciliate discussion groups that promote the development of self-esteem and resiliency and encourage the continuation and expansion of these ideals.

Students are provided with leadership training with the emphasis on six themes: Self-Awareness, Self-Acceptance, Self-Reliance, Kindness and Cooperation, Change and Creativity, and Women's Ways of Leadership using selected literature.

Theme books are chosen with a younger readability level as students are trained to replicate the program in their home schools. Students develop their own action plans and variations, share the experience with their classmates, read to younger students in their classrooms and then donate the books to the home school library. Productions have been outstanding and include student-produced videos, assembly programs, publications, reports to school boards and student-run projects for other school districts.

Diverse and powerful women of achievement are invited to serve as mentors at lunch time. They are individually interviewed and introduced to the audience by the students. Student and mentor enthusiasm has often resulted in mentors serving as follow-up resources for individual schools.

The concluding activity of every workshop is an on-site evaluation. One hundred percent of the participating students and adults have rated this experience as very positive.

Because we can no longer afford to waste the talents of young women, these workshops send a message that young women can prepare for wonderful choices. The sky is no longer the limit. In addition to the noble professions of teacher, nurse and secretary, opportunities for women are greatly expanded.

Workshop goals are to have an enjoyable day, to meet and work with others, to foster an **"I Can"** attitude, to learn about women's ways of leadership, and to encourage support and consideration of one another.

Process

Women Helping Girls with Choices seminars, conferences, or workshops were designed with very simple principles in mind.

1. Students are given the opportunity to have a whole day devoted to them at a site different from the everyday school setting. They are given the time to learn, reflect, develop plans, speak in public, interview adults, and write individual and group reactions to the day.

2. The site is inviting, and although a wide variety of settings have been used, each is designed to meet the goals of the program.

3. The young women are treated as equal participants whose ideas and views are valued and valuable.

4. Each member of a school team is assigned to a theme group which provides an immediate challenge to adapt and grow. These discussion groups provide interactions with students from other participating schools. Students must react to change and diversity and develop a cooperative approach with new teammates.

5. Adults serve as facilitators and role models, but initiative and direction comes from the students.

6. The follow-up activities are as important as the workshop day.

Participants

Each school district selects six students and two adults. Although the program has been successful with fifth through eighth grade students, targeting fifth grade students provides more opportunity to develop skill prior to the critical years in middle school. School districts are encouraged to send young women who could benefit from a positive experience which includes individual coaching in a safe environment. The importance of gender equity and equal opportunity is carefully and insightfully described during the day. Choosing students who may need to develop confidence is important. The purpose of the training is to expand opportunities for potential leaders.

Six facilitators, one for each theme, are chosen and trained by the workshop organizers to review the literature and lead the discussion groups. Adult team members from each school serve as observers, are provided with an information session and assist students in the final session to develop a follow-up activity for their home school.

Discussion groups of fifteen students, one from each school district, are optimal, but sessions have been held for as many as thirty-two school districts and as few as two schools. A variation of the workshop was held with a Cadet Girl Scout group to share with a Brownie troop. Workshop training enables the participants to adapt the process for younger students at their home schools.

Mentors from the community are chosen to meet with the girls during lunch. Inviting diverse women of achievement from a wide range of careers is critical for exposure and exploration. It is important to find women who have broken the barriers to traditionally male careers.

Including parents is an option. On a number of occasions expanding parent participation has resulted in increased interest and support in local school districts, expanded community funding, and long range benefits for the students.

Local site officials, members of the Board of Regents and local dignitaries have often provided the welcome. Keynote presenters have been employed for the large group session to emphasize the themes and to enrich the development of resiliency and self-esteem.

Schedule

8:30 ***Registration***

9:00 ***Welcome and Workshop Overview***
9:15 ***Session I - Small Groups***

Each of the school team members is given a personal journal to complete during the day and is assigned to one of the literature themes. A facilitator leads the discussion and assists the students in preparing a group report. The students will present this report at Session II.

10:15 ***Session II - Large Group***

Students share their reports in a large group setting and have the experience of presenting on a microphone. Most groups traditionally dramatize the presentations and the group participates in some fashion. A workshop presenter ties in all of the themes.

11:45 ***Lunch and Mentor Interviews***

Lunch assignments are designed to allow an additional opportunity to make new friends. Students are provided with interview questions to assist them in learning about the mentor's profession and given time to include names of new acquaintances in their journals. Mentors frequently distribute business cards to encourage follow-up contacts.

12:15 ***Session III - Large Group***

Mentors are individually introduced by the students and make a brief statement of encouragement. Students are given a few minutes to meet an additional mentor from their area of interest.

1:15 ***Session IV - School Groups***

Each school team meets to develop follow-up plans for their own school district.

1:45 ***Session V - Large Group***

Each school presents a brief outline of their proposed activities.
Evaluations are completed and certificates of attendance are distributed.

2:30 ***Adjournment***

Themes

1. Self-Awareness
2. Self-Acceptance
3. Self-Reliance
4. Kindness & Cooperation
5. Creativity & Change
6. Women's Ways of Leadership

Song Presentation

Can a Woman

(Sung to the tune of "She'll Be Coming Around the Mountain")

Can a woman fly an airplane? Yes she can, yes she can
Can a woman build a building? Yes she can, yes she can
Can a woman fight a fire, can a woman change a tire,
Can a woman lead a choir? Yes she can, yes she can.

Can a woman be lawyer? Yes she can, yes she can
Can a woman fix an engine? Yes she can, yes she can
Can a woman be a drummer, can a woman be a plumber
Can she play ball in the summer? Yes she can, yes she can.

Can a woman be a doctor? Yes she can, yes she can
Can a woman drive a tractor? Yes she can, yes she can
Can a woman lead a nation, can she run a TV station
Can she head a corporation? Yes she can, yes she can.

Just you wait until we're older then you'll see
We'll be women in tomorrow's history
As we grow up through the years
We will sing out loud and clear
Can we start the process here? Yes we can, yes we can!

Reflections

Women Helping Girls with Choices Project

Evaluations from participants have been 100 per cent positive. Comments like "Where was this program when I was growing up?" from adults and "I know that I can choose to be whatever I want to be" from students are echoed consistently.

Each girl receives a log when she registers. The log contains the schedule for the day, pages for recording ideas to share, notes on what she learned from the literature, interview questions to use with the role models, a place to gather names and addresses of new friends, and a log of interesting women. A list of the components of self-esteem are included and the words to "Can a Woman" are distributed for group singing.

A presentation of the conference themes and the theory of developing both self-esteem and resilience are essential. Several good books aid in this presentation, but one favorite is ***The Paper Bag Princess*** by Robert Munsch. Small editions are available for ninety-nine cents, and the books are a great reminder of the day for student participants. Also recommended is Jolene Godfrey's ***No More Frogs to Kiss***, ninety-nine ways to give economic power to girls.

The following statistics may be emphasized:

George Washington helped win the vote for fewer than 2 million white males.

Abraham Lincoln helped win the vote for fewer than 1 million black males.

Susan B. Anthony helped to win the vote for 26 million American women.

A silver Susan B. Anthony dollar for someone who recognizes Susan Anthony's birthdate of February 15 is a good way to help students remember women as leaders. We also ask about who invented the Cotton Gin. The typical answers are the ones you are giving right now. It was really Catherine Green. The real story of this invention and many others can be found in another favorite book, ***Mothers of Invention*** by Ethlie Ann Vare and Greg Ptachek.

Women role models from non-traditional fields play a key role in demonstrating other positive success stories from the present. Role models frequently distribute business cards and welcome students for a follow-up visit or shadow experience at their place of work. Students have had the opportunity to interview women legislators, newspaper editors, doctors, engineers, state troopers, construction site supervisors, clergy and a host of others. These interviews let them know that the sky is no longer the limit.

Extensions

"I wish I could come more often because there is a lot of school here." 5th grade student.

At a workshop organized by the Putnam/North Westchester BOCES, Christina Teusher, the gold medal Olympic swimmer, was a guest. "Her ability to share her own successes and her uncertainties, even as she competed in the Olympics, was a remarkable moment at the conference. During the question and answer period that followed, girls opened their hearts to her. They shared some of their own uncertainties and she offered them encouragement to 'go for their own gold'."

An organizer of these workshops wrote, "Women Helping Girls with Choices has become a very special part of my life, an experience that I look forward to each year. As I watch the girls who attend the conference at the beginning of the day, they look somewhat tentative and unsure of themselves as they listen to the keynote speaker before going off into smaller groups. By lunchtime there is a confidence that one can feel in the room as the girls share lunches and their experiences from the morning with the role models who join them. By the end of the day, confident young women leave, and all of us have a tremendous sense of fulfillment for what that day has meant to both girls and women."

Every team that participates is responsible for sharing. In a sense, the extensions become girls helping younger girls with choices. The following activities have been organized by student alumnae:

- ***preparing book reviews for the class***
- ***presenting workshop books to the school library (signed by the participants)***
- ***writing articles for the school newspaper***
- ***reading to a younger class and leading a discussion***
- ***developing a bulletin board display on women's contributions***
- ***starting a lunch club to discuss ways to be a leader and make choices for the future***
- ***training younger girls to lead discussion groups and mini-conferences***
- ***writing and acting out a skit on conference themes***
- ***making a video***
- ***reporting to school boards (a highly effective way to help secure funding)***

Student Publications:

"Stand Firm and Tall," written by sixth grade girls. Published by Women in Education Network, Pittsford Sutherland High School, Pittsford, NY 14534.

Student Contributions:

Cover design by Nicole Grasso, age 12, workshop alumna for Take a Good Look, a gender equity handbook for administrators, published by New York State Association for Women in Administration (1995), University at Albany, Husted 211, 135 Western Avenue, Albany, NY 12222.

Doctoral Dissertation:

Staples, Judith F. ***"A Study of the Factors Relating to the Effects of Role Models on Career Projections of Young Women,"*** SUNY Buffalo, June, 1996

Local branches of the New York State Association for Women in Administration have expanded this program in many creative ways including sessions for parents, interchanges with suburban and urban settings, Cadet Scout troops sharing with Brownie troops and alumni reunions on career exploration, interviewing skills and employment opportunities.

Sample Letter to Role Model

CAPITAL DISTRICT WOMEN IN ADMINISTRATION ASSOCIATION
WOMEN HELPING GIRLS WITH CHOICES

February 12, 1997

Dear

Thank you for agreeing to be a career role model at our future leaders workshop. "Women Helping Girls with Choices" is the theme for the one-day seminar which will be held on Friday, April 4, at the Century House on Route 9 in Latham. The focus of the day will be to provide opportunities for fourth and fifth grade girls to develop and practice leadership skills while they explore different careers. The girls will also have an opportunity to meet and talk with women from a wide array of careers. This is where you come in!

As our guest for lunch you will be seated with fourth and fifth grade girls, along with some adults from the program. The girls, randomly selected from the fifteen school teams, will ask you questions about your career decisions, choices, sacrifices, your career path, educational background, and what you do in your current job.

Last year, 85 girls participated; 20 women joined us for lunch. Each of the women who attended had only positive feedback about her experiences with the girls. It also provided an opportunity for the women to meet some new colleagues.

Enclosed is an overview of the program for the day. Please check your calendar and respond, using the enclosed reply card, by March 5. This will allow us ample time for planning.

We look forward to working with you on this exciting endeavor.

Sincerely,

Mary Anderson
Coordinator
Schenectady City Schools

Christine Angione
Counselor
Schenectady City Schools

Enc.

Sample Letter to School

CAPITAL DISTRICT WOMEN IN ADMINISTRATION ASSOCIATION
WOMEN HELPING GIRLS WITH CHOICES

February 12, 1997

Dear Educator:

The Capital District Women in Administration Association is sponsoring a leadership seminar for girls in grades 4 and 5 on Friday, April 4, at the Century House on Route 9 in Latham.

You are invited to send a team of six girls and two staff to this leadership seminar which is entitled "Women Helping Girls with Choices." Students and staff will work in small groups with role model/facilitators to review career exploration themes through literature. Each staff member (classroom teacher, home and career skills teacher, guidance counselor, librarian, or administrator) will mentor three students. Students should be selected on the basis of their leadership potential; they do not have to be your current outstanding leaders. Lunch will be provided, and each team will receive a set of materials to share with classmates so they may replicate this experience at their home school(s). An outline of the day's program is attached.

The seminar is limited to 15 school teams. Priority will be given on a first come/first serve basis to districts with diverse and multi-school representation. Each team will have 6-8 weeks following the seminar to develop a local program and to submit a brief summary on presentation and participation.

There is a minimal registration fee of $_____ per team. To register, please complete the attached registration form and return with fee to the address on the form. If you wish further information, please contact either one of us.

Sincerely,
Mary Anderson
Coordinator
Schenectady City Schools

Christine Angione
Counselor
Schenectady City Schools

Enc.

Questions & Answers

Women Helping Girls with Choices Project

Q. What facts about their futures should young women know?

A. They need to realize that they will work outside the home. Most will hold jobs for 26 to 45 years and they will work while their children are young. More than half of all women with children under the age of one year are in the work force. The chance of their being the sole support of their family at some point in their lives is fifty-fifty.

Q. How many of today's girls can expect to be financially supported by their husbands?

A. That figure now stands at about 9.2 percent. Yet a majority of teens expect to find themselves in this category. Clearly, many of them are in for an unpleasant surprise.

Q. Do young women today still think there will be a "Prince Charming" in their lives?

A. Yes, they have some very unrealistic expectations. Fairy tales and romance novels, TV shows and popular songs all encourage young women to think of their future primarily in terms of relationships. Let's face it: It's frightening to think about taking full responsibility for your own life. Girls have the added disadvantage of having fewer role models than boys do, as far as careers are concerned. It's easier to believe in the fantasy than to confront the facts.

Q. What are some of the critical decisions a woman in her teens faces?

A. Teens are called upon to make some major life decisions: whether or not to stay in school, whether or not to experiment with drugs or sex, what career to go after. They often decide when and who to marry, or whether or not to become pregnant. Some of the decisions are reversible, others are not. They need to be able to see themselves as having control and direction over their lives - their choices are wide open if they are willing to work to make their dreams come true.

Q. Why does avoiding math and science sharply reduce a girl's future earning power?

A. Without a solid background in math and science, a young women is not even eligible to enter two-thirds of all major areas of study in college. If you take a look at the top-paying jobs in this country, you'll find that most require knowledge in these two areas. "A helping of math" should never be passed up, and girls are too often allowed or encouraged to .

Q. What can our readers do to help the teenagers in their life make sound decisions?

A. Give them the facts. Go over the family budget with them. The minimum wage may sound great to someone who's never had to pay the rent or buy the groceries. When teens start to see the real cost of living, many of them up-grade their plans for their future.

Q. What can parents of elementary age girls do to help their daughters begin to prepare for successful futures?

A. Basically, they can treat them the same way they most likely treat their sons: Encourage them to do well in school and to take part in athletics. Let them be as active and curious

Questions & Answers continued

and as outspoken as their brothers. Praise them for learning new skills.

Q. Why should we encourage our schools and communities to continue expanding athletic opportunities for girls?

A. Statistics show that nearly all top executives took part in high school athletics. Children learn many of the skills they will need to succeed at work and on the playing field. They learn how to play by the rules and how to work with others. They learn that, with hard work and patience, they can master new skills. They take risks. They learn to win and, more important, they learn to lose. Those who have been involved with sports know that losing is part of the game. They pick themselves up and try again. And that's the only way to succeed.

Q. What message do parents give their daughters that may limit a young woman's expectations of herself?

A. A very common message is that girls are no good at math, and that's okay. Maybe mom lets dad pay all the bills and balance the checkbook. Kids notice that. If a girl comes home with a bad grade on her math exam and a parent says, "Maybe it's just too hard," that's a message. A more positive way to deal with that situation would be to say, "I know you can do it if you try harder." A boy is encouraged to take risks and stretch his abilities, while a girl is told to play it safe. The parents may think they're protecting their daughter but what they're really telling her is that they don't think she's capable of doing the task.

Q. How will the changes you suggest affect the family?

A. They should be beneficial for everyone. If men can stop bearing the full responsibility for supporting the family, they should be able to take more of an active role at home. If they can include taking on their share of the household tasks in that role, women's burden should be eased, as well. If everyone can fill a variety of roles, there's much more flexibility for the family to meet its changing needs throughout the years.

Q. Why should girls be encouraged to explore non-traditional careers?

A. There seems to be a direct correlation between how much a job pays and which sex is most often employed in that job. The so-called non-traditional jobs offer a higher salary. Is a truck driver really more valuable to society than a nurse? Not necessarily, but he probably makes more money. If a woman ever needs to support a family financially, she will be better able to do so if she looks beyond those career fields most often populated with women.

Q. What can we do in our communities and schools to actively address the needs of our girls?

A. One of the best ways is to get involved with Women Helping Girls with Choices Projects. Other things to do include making sure that local funders support girls' programs on a level equal to that of boys' programs. We need to make sure that athletic programs for girls are receiving adequate support, and that girls have as much access to the computers at school as boys do. (The above questions and answers are excerpted from ***Women Helping Girls with Choices Handbook*** *by Mindy Bingham and Sandy Stryker, Advocacy Press, Santa Barbara, California.)*

WOMEN HELPING GIRLS WITH CHOICES

PICTURE BOOKS

AUTHOR	TITLE
Armstrong, Jennifer	*Chin Yu Min and the Ginger Cat*
Barry, David	*The Rajah's Rice*
Bingham, Mindy	*Berta Benz and The Motorwagen*
Bingham, Mindy	*Minou*
Bingham, Mindy	*My Way Sally*
Bjork, Christine	*Linnea's Windowsill*
Brighton, Catherine	*The Brontes*
Brisson, Pat	*Wanda's Roses*
Brooks, Jessica	*Princess Jennifer*
Bull, Emma	*The Princess and the Lord of Night*
Bunting, Eve	*Sunshine Home* *
Campbell, Barbara	*A Girl Named Bob and a Horse Called Yoki*
Castaneda, Omar S.	*Abuela's Weave*
Ceck, John	*My Grandmother's Journey*
Climo, Shirley	*The Egyptian Cinderella*
Climo, Shirley	*The Korean Cinderella*
Cohen, Barbara	*Make a Wish Molly*
Cohen, Barbara	*Molly's Pilgrim*
Coles, Robert	*The Story of Ruby Bridges*
Conlon-McKenna,	*Martha Wildflower Girl*
Conney, Barbara	*Hattie and the Wild Waves*
Conney, Barbara	*Miss Rumphius*
Estes, Eleanor	*The Hundred Dresses*
Floury, Valerie	*The Patchwork Quilt*
Geraghty, Paul	*The Hunter*
Giovanni, Nikki	*Those Who Ride the Night Winds*
Grifalconi, Ann	*Darkness and the Butterfly*
Grifalconi, Ann	*Osa's Pride*
Haggerty, Mary Elizabeth	*A Crack in the Wall*
Havill, Juanita	*Jamaica Tag-Along*
Havill, Juanita	*Jamaica's Find*
Helldorfer, M.C.	*Cabbage Rose*
Heyer, Marilee	*The Forbidden Door*
Hinkes, Kevin	*Sheila Rae the Brave*
Hoffman, Mary	*Amazing Grace*
Hoffman, Mary	*Henry's Baby* *
Hopkinson, Deborah	*Sweet Clara and the Freedom Quilt*
Houston, Gloria	*My Great-Aunt Arizona*
Issacs, Anne	*Swamp Angel*
Jackson, Ellen	*Cinder Edna*
Johnson, Angela	*Do Like Kyla*
Johnson, Tony	*Amber on the Mountain*
Kliver, Elisa	*The Paper Princess*

Literature continued

Kroll, Virginia	*Masai and I*
Lasky, Katherine	*She's Wearing a Dead Bird on Her Head*
LeBaron, Linda Michelle	*Rhythm and Dues*
LeBaron, Linda Michelle	*The Sun is On*
Lee, Jeanne M.	*The Song of Mu Lon*
Little Sugar, Amy	*The Spinner's Daughter*
Marston, Elsa	*The Runaway Gazebo*
Martin, Rafe and David Shannon	*The Rough-Face Girl*
Martinez, Alejandro	*The Woman Who Outshone the Sun*
Mayer, Mercer	*Whinnie the Lovesick Dragon*
Mc Clerran, Alice	*Roxaboxin*
McKissack, Patricia	*Flossie and the Fox*
McKissack, Patricia	*Mirandy and Brother Wind*
McNully, Emily Arnold	*The Bobbin Girl*
McNully, Emily Arnold	*Mirette on the High Wire*
McNully, Emily Arnold	*The Pirate Queen*
Merrill, Jean	*The Girl Who Loved Caterpillars*
Millman, D.	*Secret of the Peaceful Warrior**
Mills, Lauren	*The Rag Coat*
Minter, Frances	*Cinder Ely*
Minter, Frances	*Sleepless Beauty*
Mora, Pat	*A Birthday Basket for Tia*
Moser, Barry	*Ariadne Awake*
Muldoon, Kathleen	*Princess Pooh*
Munsch, Robert	*The Paperbag Princess*
Olofsdotter, Marie	*Sofia and the Heartmender*
Osofsky, Audrey	*Dreamcatcher*
Paine, Penelope Colville	*Time for Horatio*
Passen, Lisa	*Fat, Fat Rose Marie*
Paterson, Katherine	*The King's Equal*
Pearson, Susan	*Lenore's Big Break*
Peterson, Julienne	*Caterina - The Clever Farm Girl*
Pfister, Marcus	*The Rainbow Fish* *
Polacco, Patricia	*Chicken Sunday*
Polacco, Patricia	*My Rotten Redheaded Older Brother*
Polacco, Patricia	*Pink and Say*
Priceman, Marjorie	*What Zeesie Saw on Delancey Street*
Rappaport, Doreen	*The Journey of Meng*
Ranchney, Andrea	*Dear Benjamin Franklin* *
Ringgold, Faith	*Aunt Harriet's Underground Railroad*
Ringgold, Faith	*Dinner at Aunt Connie's House*
Ringgold, Faith	*Tar Beach*
Rochele, Belinda	*When Jo Louis Won the Title*
Rodanas, Kristina	*Dragonfly's Tale*
Rose, Deborah Lee	*The People Who Hugged Trees*
San Souci, Robert	*Sukey and the Mermaid*
San Souci, Robert	*The Hobyahs*
San Souci, Robert	*The Talking Eggs*
Sanders, Scott Russell	*Warm as Wool*
Schroeder, Alan and Jerry Pinkney	*Minty - A Story of Young Harriet Tubman**
Schur, Maxine Rose	*The Marvelous Maze*

Sheehan, Patty	*Kylie's Song*
Singer, Marilyn	*The Painted Fan*
Small, David	*Ruby Mae Has Something to Say*
Stanley, Fay	*The Last Princess*
Steig, William	*Brave Irene*
Steptoe, John	*Mufaro's Beautiful Daughter's*
Stops, Sue	*Dulcie Dando Soccer Star*
Stryker, Sandy	*Tonia the Tree*
Talley, Carol	*Papa Piccolo*
Tan, Amy	*The Chinese Siamese Cat*
Tan, Amy	*The Moon Lady*
Uchida, Yoshiko	*The Bracelet*
Va, Leong	*A Letter to the King*
Walker, Alice	*Finding the Green Stone* *
Weinberber, Tanya	*Grace*
Wills, Rosemary	*Hazel's Amazing Mother*
Yolen, Jane	*The Girl in the Golden Bower*

INTERMEDIATE READERS

Coerr, Eleanor	*Sadako and the Thousand Paper Cranes*
Lansky, Bruce	*Girls to the Rescue*
Shreve, Susan	*The Gift of the Girl Who Couldn't Hear*
Soto, Gary	*The Skirt*
Stevens, Carla	*Lily and Miss Liberty*

*** WORKING WITH BOYS ON THEME ISSUES**

ANTHOLOGIES

Edmonson, Catherine M. (ed.)	*365 Women Who Make a Difference*
Johnston Phelps, Ethel (ed.)	*Maid of the North:*
	Feminist Folk Tales from Around the World
Johnston Phelps, Ethel (ed.)	*Tatterhood and Other Tales*
Karnes, Frances A.	*Girls and Young Women Leading the Way*
MacDonald, Anne L.	*Feminine Ingenuity:*
	How Women Inventors Changed the World
Read, Phyllis J. and Bernard L. Witless	*Cut from the Same Cloth*
Vare, Ethlie Ann and Greg Ptachek	*Mothers of Invention*
Wilson, Vincent	*The Book of Distinguished American Women*

CAREERS

Cohen, Judith Love and Margot Siegel	*You Can Be a Woman Architect*
McAlary, Florence and Judith Love Cohen	*You Can Be a Marine Biologist*
Thompson, Valerie and Judith Love Cohen	*You Can Be a Woman Zoologist*

Literature continued

FAMOUS WOMEN

Adler, David A.	*A Picture Book of Helen Keller*
Adler, David A.	*A Picture Book of Rosa Parks*
Adler, David A.	*Our Golda*
Briggs, Carol	*Women in Space*
Dalgliesh, Alice	*The Courage of Sarah Noble*
Davidson, Sue	*Getting the Real Story: Nellie Bly and Ida Wells*
Giff, Patricia	*Mother Teresa Sister to the Poor*
Graham, Shirley	*Story of Phyllis Wheatley*
Greene, Carol	*Elizabeth Blackwell*
Kay, Elizabeth	*Harriet Tubman - Americans of Character*
Kay, Elizabeth	*Maya Lin - Americans of Character*
Kudlinski, Kathleen	*Rachel Carson: Pioneer of Ecology*
Lepscky, Ibi	*Marie Curie*
McGovern, Ann	*The Secret Soldier (Deborah Sampson)*
Miller, William	*Zora Hurston and the Chinaberry Tree*
O'Dell, Scott	*My Name is Not Angelica*
Quackenbush, Robert	*Stop the Presses Nellie's Got a Scoop*
Sabin, Francene	*Rachel Carson: Friend of the Earth*
Simon, Charnan	*Wilma P. Mankiller: Chief of the Cherokee*
Taylor, Mildred	*Song of the Trees*
Weidt, Maryann	*Stateswoman to the World: Eleanor Roosevelt*
Young, Andrew	*Ella Baker: A Leader behind theScenes*

BOOKS FOR MENTORS

Barbieri, Maureen	*Sounds of the Heart*
Bingham, Mindy and Sandy Stryker	*Women Helping Girls with Choices*
Bingham, Mindy, Lori Quinn and William P. Sheehan	*Mother Daughter Choices*
Brown, Laurel and Carol Gilligan	*Meeting at the Crossroads*
Elium, J and D. Elium	*Raising a Daughter*
Gilligan, Carol In a Different Voice	
Godfrey, Joline	*No More Frogs to Kiss*
Katz, Montana	*The Gender Bias Prevention Book*
Kerr, Barbara A.	*Smart Girls Gifted Women*
Mann, Judy	*The Difference*
Marone, Nicky	*How to Father a Successful Daughter*
Odean, Kathleen	*Great Books for Girls*
Orenstein, Peggy	*School Girls*
Pipher, Mary	*Reviving Ophelia*
Sadker, Myra and David	*Failing at Fairness*
Silverstein, Olga and Beth Rashbaum	*The Courage to Raise Good Men*

Resource Support People

Women Helping Girls with Choices Project

Capital District	***Mary Anderson*** Coordinator of Occupational Technology Schenectady City Schools ***Phone: 518-370-8101 ext. 114*** ***Fax: 518-370-8235***
	Christine Angione School Counselor Schenectady High School ***Phone: 518-370-8200*** ***Fax: 518-370-8169***
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Long Island	***Elizabeth Bauer*** Director of Curriculum and Assessment Three Village School District ***Phone: 516-474-7679*** ***Fax: 516-474-7673***
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Resource Support People continued

Women Helping Girls with Choices Project

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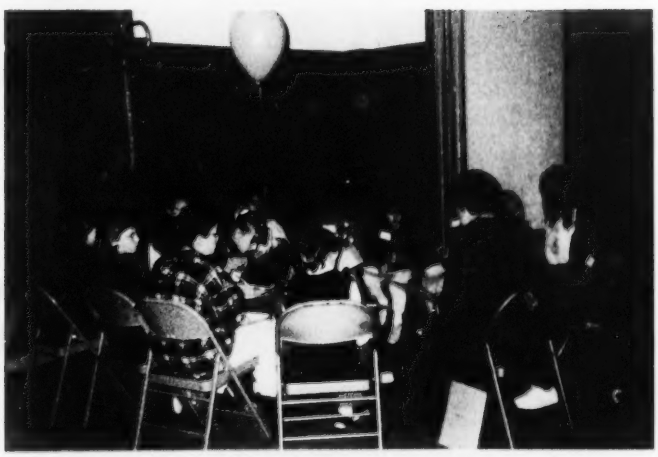

Funding Sources

Women Helping Girls with Choices Project

School districts may have access to funding through the Gender Equity component of the Vocational and Applied Technology Education Act (VATEA), the Eisenhower Grant with a Math/ Science priority emphasis, and from Drug Free School sources highlighting the positive aspects of developing self-esteem.

Many of the local branches of the New York State Association for Women in Administration (NYSAWA) have successfully contacted local women's groups for assistance. Support has been received from area branches of AAUW, Girls Inc. and the Junior League.

A typical budget for a workshop for ten teams of six girls and two adults would cost approximately $150 per team. Major expenses include books, lunch and duplicating materials.

Awards:

Kellogg Foundation Grant to Women in Education Network of the Greater Rochester Area

Wells College Innovation in Advancing Women's Leadership to Women in Education Network of the Greater Rochester Area

Award to the **New York State Program from Advocacy Press National Youth Programs that Succeed**

The Maxine Giacobbe Award is presented annually by NYSAWA to recognize work with girls and young women and work in advocating gender equity in schools. Nominations for local efforts are welcomed. Information from NYSAWA at 518-442-3796

Afterword

Women Helping Girls with Choices Project

"News stories daily heighten our awareness of the importance of providing young children with sensitive and sensible socialization messages. The emphasis on appearance and glamour for young girls and macho, athletic toughness for young boys is not only inappropriate, it contributes to life patterns that lead to the serious problems of discrimination, harassment, teen-pregnancy and sexual abuse. Sending sexual messages to young children is harmful. Promoting inappropriate advertising and marketing inappropriate clothing should be discouraged." Statement from Maxine Giacobbe to the Women's Forum of the New York State Legislature, February, 1997

We need to validate all children from within by building positive attitudes of self awareness and self acceptance. Children with an "I can do it" attitude also develop self-reliance and resiliency.

We also need to level the playing field so that all of our children have the opportunity to become all that they can be. This means that both girls and boys can lead and follow. It also means that we can all respect and appreciate one another. But most important, it means that we do not have to be a beauty queen or an all star to be important.

"...for many of us there will be no finer summation of our careers than that many of the girls and women we educated chose controversy rather than conformity, challenge rather than cowardliness, freedom rather than oppression. Thus we have all helped to train a generation of revolutionaries. Isn't that a lovely thought?"

Selma W. Greenberg

Chair, Department of Curriculum and Teaching
Hofstra University
1996 Woman of Valor Award

Acknowledgements

The ideas for the seminar format are a direct application of the information found in ***Women Helping Girls with Choices,*** a Handbook for Community Service Organizations, by Mindy Bingham and Sandy Stryker, published by Advocacy Press, a division of Girls Inc.

Our favorite literature theme books are Advocacy Press publications. You will find all of their materials invaluable and their personnel most cooperative. You can contact the educational coordinator at:

Advocacy Press
Santa Barbara, CA 93102
Telephone: 805-962-2728
Fax: 805-963-3580

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New York State Education Department

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District Superintenddent
Questar III

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Associate Director
Capital Area School Development Association

Dr. Richard Bamberger,
Executive Director
Capital Area School Development Association

and the hundreds of women who graciously and enthusiastically donated their time as role models and the District and School Superintendents who provided assistance and support.

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Dr. Ann Myers Nepo
Dr. Barbara Nagler
Shirley Olsen
Dr. Ted Repa
Dr. Linda Tinelli Shieve
Dr. Charol Shakeshaf

Reproducible Materials for Workshops

Presentations

I CAN'T

MEANS

I WON'T

MEANS

I'M AFRAID TO

MEANS

I DON'T KNOW HOW

IF

IT

IS

TO

BE

IT

IS

UP

TO

ME

EVERYBODY

IS

THUM-BUDDY

SPECIAL!!!

LITERATURE LOG

IMPORTANT IDEAS TO SHARE

INTERVIEW QUESTIONS

NAME OF PERSON BEING INTERVIEWED_____

QUESTIONS:

1. What is Your Career? _____
2. What do you like most about your career? _____
   _____
3. If you could change one thing about your career, what would it be? _____
   _____
4. How and when did you choose your career?_____
   _____
5. How did you prepare yourself for your career?_____
   _____
6. Are there any exciting things going on in your life now?_____
   _____
7. If you could give us any advice, what would it be?_____
   _____
8. How is your career different from other careers?_____
   _____
9. How does your career affect your free time?_____
   _____
10. Addditional questions that you would like to ask your career model?_____

 _____

A LOG OF INTERESTING WOMEN

ON THE FOLLOWING PAGES YOU WILL READ ABOUT WOMEN WHO ARE SCIENTISTS, ENGINEERS AND INVENTORS. WOMEN WHO HAVE MADE SPECIAL CONTRIBUTIONS TO SCIENCE AND EVERYDAY LIFE. SEE IF YOU ALREADY KNOW ABOUT ANY OF THEM. WE KNOW FOR SURE THAT YOU HAVE SAMPLED AT LEAST ONE OF THE INVENTIONS. TRY TO IDENTIFY THIS INVENTION.

EMILY ROEBLING	WAS THE ENGINEER RESPONSIBLE FOR MAKING SURE THAT THE BROOKLYN BRIDGE HAS STOOD AS A SAFE AND SECURE BRIDGE FOR OVER ONE HUNDRED YEARS.
MARTINE KEMPF	INVENTED THE VOICE CONTROLLED WHEELCHAIR.
MILDRED MITCHELL	SPECIALIZES IN ADAPTING ELECTRONICS TO PERFORM HUMAN ACTIVITIES IN SPACE.
ELEANOR ORMEROD	INVENTED EFFICIENT, INEXPENSIVE METHODS TO CONTROL INSECTS AND TO, THEREFORE, SAVE CROPS AND LIVESTOCK.
GRACE HOPPER	WAS AN ADMIRAL IN THE NAVY AND INVENTED THE FIRSTCOMPUTER COMPILER. BEFORE THIS COMPUTER USERS HAD TO WRITE NEW MACHINE DIRECTIONS FOR EACH COMPUTER SOFTWARE PROGRAM.
BETSY ANCKER -JOHNSON	HAS INVENTED MORE THAN FIFTY DEVICES AND TECHNIQUES TO USE IN SOLID STATE PHYSICS. SOLID STATE PHYSICS APPLICATIONS ARE USED IN ELECTRONIC EQUIPMENT. SHE HAS AN INVENTION THAT WOULD ALLOW COMPUTERS TO THINK IN THE LOGICAL WAY HUMANS DO. SHE IS WAITING FOR SOMEONE TO DEVELOP A WAY TO PRODUCE THE VERY LOW TEMPERATURE THAT IT NEEDS TO OPERATE. WILL THIS BE YOU?
MARY PENNINGTON	HER DESIGN AND CONSTRUCTION CONCEPTS IN REFRIGERATION MADE IT POSSIBLE TO FREEZE FOOD SAFELY AND TO TRANSPORT IT LONG DISTANCES.
KATHERINE BURR BLODGETT	WORKED IN SCHENECTADY AS A RESEARCH PHYSICIST FOR GENERAL ELECTRIC. SHE DEVELOPED NONREFLECTING GLASS. THIS INVENTION HAS MANY USES IN CHEMISTRY, BIOCHEMISTRY, PHYSICS AND IN METALLURGY.
ALICE CHATHAM	DESIGNED THE HELMET THAT CHUCK YEAGER WORE TO BREAK THE SOUND BARRIER AND THE SPACE HELMETS WORN BY ASTRONAUTS.
IRMGARD FLUGGE-LOTZ	DEVELOPED THE THEORY OF AUTOMATIC FLIGHT CONTROL, MAKING POSSIBLE THE DEVELOPMENT OF JET AIRCRAFT.
CATHERINE L. GREENE	ACTUALLY INVENTED THE COTTON GIN. HOWEVER, ELI WHITNEY TOOK CREDIT FOR IT WITHOUT GIVING HER ANY CREDIT OR THANKS.

MARTHA COSTON	PERFECTED MARITIME SIGNAL FLARES. HER INVENTION PLAYED A BIG PART IN WINNING THE CIVIL WAR BECAUSE IT ALLOWED BATTLESHIPS TO COMMUNICATE OVER LARGE DISTANCES.
MADAME LEFEBRE	PATENTED THE PROCESS FOR MAKING FERTILIZERS.
NETTIE M. STEVENS	IDENTIFIED X AND Y CHROMOSOMES AND PINPOINTED THEIR ROLE IN DETERMINING THE SEX OF EMBRYOS.
ROSALIND FRANKLIN	WAS THE FIRST PERSON TO UNDERSTAND THE STRUCTURE OF DNA, THE MOLECULE THAT IS RESPONSIBLE FOR THE CHARACTERISTICS OF EACH PERSON.
JOCELYN BELL	DISCOVERED PULSARS, RAPIDLY ROTATING NEUTRON STARS.
CARRIE EVERSON	INVENTED THE PROCESS BY WHICH PRECIOUS METALS ARE SEPARATED FROM THE DROSS MATERIAL THAT THEY ARE CONTAINED IN.
LADY ADA LOVELACE	IN 1843 SHE DEVELOPED THE PUNCH-CARD PROGRAMS THAT WERE THE BASIS FOR DEVELOPING THE COMPUTERS OF THE FUTURE.
AMANDA JONES	DEVELOPED THE PROCESS FOR PRESERVATION OF FOOD CALLED VACUUM CANNING.
BETTE GRAHAM	INVENTED LIQUID PAPER, THE PRODUCT THAT CAN BE USED TO COVER ERRORS IN TYPEWRITTEN MATERIAL.
MELITA BENTZ	DEVELOPED FILTERS AND THE PROCESS FOR MAKING DRIP COFFEE.
MARION DONOVAN	DEVELOPED DISPOSABLE BABY DIAPERS.
FANNIE FARMER	ISN'T JUST FAMOUS FOR CANDY, SHE DEVELOPED SCIENTIFIC RECIPES, THAT MADE IT POSSIBLE FOR RECIPES TO BE REPRODUCED WITH THE SAME LEVEL OF QUALITY EACH TIME.
MARGARET KNIGHT	DEVELOPED THE MACHINERY NECESSARY TO MAKE THE FLAT BOTTOMED PAPER BAG.
JULIE NEWMAR	INVENTED PANTYHOSE.
SARAH WALKER	DEVELOPED THE CHEMICALS USED TO STRAIGHTEN AFRO-AMERICAN HAIR.
RUTH WAKEFIELD	WAS THE FIRST PERSON TO MAKE THE CHOCOLATE CHIP COOKIE.
DOROTHY HODGKIN	DEVELOPED THE WAY TO PRODUCE PENICILLIN SYNTHETICALLY(BY ARTIFICIAL MEANS).

LOUISE PEARCE	DEVELOPED THE SERUM THAT CURES SLEEPING SICKNESS. AS A RESULT OF HER SERUM, SLEEPING SICKNESS IS NO LONGER A HEALTH PROBLEM.
HATTIE ALEXANDER	DEVELOPED THE CURE FOR MENINGITIS. A DISEASE THAT USED TO KILL THOUSANDS OF CHILDREN EVERY YEAR.
ANA WILLIAMS	DEVELOPED THE SERUM THAT IS USED TO CURE DIPTHERIA AND DEVELOPED A WAY TO VACCINATE PEOPLE AGAINST RABIES.
FLORENCE SEIBERT	DEVELOPED THE PROCESS FOR DISTILLING WATER THAT REMOVED BACTERIA FROM WATER.
ROSALYN YALOW	DEVELOPED RADIOIMMUNOASSAY A WAY TO MEASURE VERY SMALL SUBSTANCES IN THE BODY BY USING RADIOACTIVE PARTICLES AS TRACERS. IT CAN BE USED TO DIAGNOSE MANY DISEASES.
SARA BAKER	DEVELOPED THE EYEDROPPER.
MARIE CURIE	DEVELOPED THE PROCESS FOR EXTRACTING RADIOACTIVE MATERIAL FROM ITS ORE.
LISA MEITNER	DEVELOPED THE PROCESS CALLED NUCLEAR FISSION, A PROCESS THAT SPLITS THE ATOM AND RELEASES TREMENDOUS AMOUNTS OF ENERGY.
CHIEN-SHIUNG WU	PROVED BY HER EXPERIMENTS THAT ATOMS WERE NOT SYMMETRICAL. THIS MADE POSSIBLE MANY OTHER UNDERSTANDINGS IN PHYSICS.
DR. LEONA LIBBY	DESIGNED AND BUILT THE FIRST NUCLEAR REACTOR.
ELEANOR RAYMOND	INVENTED THE FIRST SOLAR HEATED HOUSE.

THIS IS THE END OF OUR LIST, BUT WE ARE SURE THAT YOU CAN FIND MANY OTHERS.

YOU MAY ALSO ENJOY READING THE BOOK THAT THIS INFORMATION CAME FROM. IT IS :

MOTHERS OF INVENTION
BY ETHLIE ANN WARE AND GREG PTACEK

ASK FOR IT AT YOUR LIBRARY.

LEARNING LOG

WHAT I LEARNED FROM MY ROLE MODEL AT LUNCH:

WHAT I LEARNED AND PLANNED WITH MY SCHOOL TEAM:

FRIENDS I MADE TODAY

NAME	ADDRESS	PHONE